

Stage 2 Evidence Gathering and Consultation

A. Title of Proposal:	Quintile 1 School Review
B. Service Area: Department:	People Education and Lifelong Learning
C. Lead Officer: (Name and job title)	Christian Robertson, Quality Improvement Manager
D. Other Officers/Partners involved: (List names, job titles and organisations)	Justin Sinclair, Chief Education Officer Scott Watson, Equity and Inclusion Lead Officer Quality Improvement Officers SBC Headteachers SEIC Associates Attainment Advisors, Education Scotland Educational Psychologists Early Years Improvement Team
E. Date(s) IIA completed:	3 May 2023

Section 1 Data and Information

A. What evidence has been used to inform this proposal?

(Information can include, for example, surveys, databases, focus groups, in-depth interviews, pilot projects, reviews of complaints made, user feedback, academic publications and consultants' reports).

Please state your answer here

Attainment data: Achievement of a Curriculum for Excellence Level, SQA/SCQF (From Insight/Solar)

Attendance/Exclusions data

National Improvement Framework Evidence Report

Scottish Index of Multiple Deprivation

Scottish Borders Child Poverty Index

Multiple Education Scotland guidelines and documentation

Quality improvement review evidence

Views of parents/carers, young people, staff and partners

B. Describe any gaps in the available evidence,-then record this within the improvement plan together with all of the actions you are taking in relation to this (e.g. new research, further analysis, and when this is planned)

Please state your answer here

None

Section 2 Consultation and Involvement

A. Which groups are involved in this process and describe their involvement

Please state your answer here

Children and Young People – focus groups held during reviews

Parents and Carers – focus groups held during the reviews.

B. Describe any planned involvement saying when this will take place and who is responsible for managing the process

Please state your answer here

NO planned involvement

C. Describe the results of any involvement and how you have taken this into account.

Please state your answer here

Views of parents/carers and children and young people are put together with other evidence and feedback to headteachers for any actions.

D. Describe any events held and views obtained (if applicable). Add or remove as needed.

Event 1

Date	Venue	Number of People in attendance	Protected Characteristics Represented

Views Expressed	Officer Response

Stage 3 Summary and Next Steps

Section 1 Summary

Summarise what you have learned then develop this further.

(Describe the conclusion(s) you have reached from the evidence, and state where the information can be found.)

Please consider the following:

What have you learned from the evidence you have and the involvement undertaken? Does the initial assessment remain valid?

What new (if any) impacts have become evident?

Is the proposal not to proceed because of a disproportionate impact on equality or Fairer Scotland characteristics?

Please state your answer here

General strengths highlighted across all schools have included:

- i. Leaders have set out a strong and purposeful plan to promote equity and close the poverty related attainment gap
- ii. Early Years Centres provide an exceptional offering to families to address the socio-economic circumstances of the community and offers a wide range of universal and targeted support
- iii. Data informed practice in EYC and ELC leading to more equitable and appropriately planned interventions
- iv. Strong strategic approach to building leadership capacity of practitioners by setting clear expectations for attainment meetings which ensures staff accountability for knowing children as learners and progressing next steps in their learning and development (also recently introduced to ELC).
- v. Good staff knowledge and understanding of the impact of barriers to learning and interventions used to improve health and wellbeing, literacy and numeracy.

General areas for Improvement identified were as follows:

- i. Enhance communication/engagement between school and parents/carers and families regarding how to support their children's learning and on progress of their learning
- ii. Meaningfully involve children and young people, families and communities in decision making regarding pupil equity funding planned spend, perhaps through participatory budgeting
- iii. Track wider achievement and identify Quintile 1 children who are not engaging in extra-curricular activities in order to identify any potential barriers and address these if appropriate.
- iv. Refresh curriculum rationale at BGE to develop a 3 – 15 cluster approach
- v. Develop consistency of practice across the learning community by ensuring all partners follow agreed intervention procedures, to identify intended outcomes, deliver on agreed outcomes and evaluate impact together.

Quintile 1 Schools Next Steps 2023/24

- a) Review school progress with individual recommendations within 12 months of review date
- b) Hold Sharing Effective Practice sessions for all schools
- c) Agree bespoke support plans for each of the 10 schools to ensure the poverty related attainment gap continues to narrow and close
- d) Consider how we can make best use of the Strategic Equity Fund (SEF) to further reduce the impact of poverty on the outcomes of children and young people in our local authority.

A. Please indicate if the proposal will proceed

- Yes, please see below section 3 for next steps
- No, the proposal will not proceed based on disproportionate impact on equality or Fairer Scotland characteristics

Section 2 Sign Off

Signed by Lead Officer:	S Watson
Designation:	Equity and Inclusion Lead Officer
Date:	3 May 2023
Counter Signature Director:	
Date:	